

LEARNING TECHNOLOGIES LESSON PLAN

TITLE

William Shakespeare: the Theatre

TOPIC

Renaissance drama, William Shakespeare's theatre

TYPE OF SCHOOL AND STUDENTS' AGE

End of the third year of a Liceo Classico (B1)

LEARNING ENVIRONMENT (language lab, multimedia lab, blended learning, online learning, flipped classroom)

The lesson plan will take place in a classroom of the "Web project", which is provided with an Interactive Whiteboard with Internet connection; each student has a personal netbook. It is an example of blended learning as the traditional frontal lesson is integrated with the use of new technologies (the Interactive Whiteboard, the personal computer), that are used both by the teacher and the students.

LEARNING AIMS

- Knowledge of Renaissance Drama and Shakespeare's plays;
- Cooperative competence: work with classmates;
- Synthesis competence and organisation of the information;
- Digital competence: ability to search the information required on the Web; creation of a final Power Point presentation.

The students are involved in different types of activities: the teacher's presentation, team working, searching on the Web, interacting in the virtual class on Edmodo, creation of their own presentation, final reporting to the class and individual test.

All the abilities are involved: listening, reading, speaking, writing, interacting and cooperating with other students.

TOOLS CHOSEN (Hardware & Software, Web 2.0 tools, Online Resources, etc.)

I used a website (Cambridge Website, <http://www.cambridgeenglish.org/test-your-english/>) to test the level of the students and divide them into four heterogeneous groups, two of four people and two of five. Then, I prepared a Power Point presentation as a basis for all the activities. I will show the presentation in class with the Interactive White Board, so I could put the link to a video on YouTube they will be able to see thanks to the Web connection. I recorded the students' mother tongue teacher reading the passage taken from *The Merchant of Venice* I had included in my presentation with a Digital voice recorder and that I downloaded on my personal computer; then I attached the file to the

slide with the monologue. I also managed to create an Edmodo platform for the class, where I will post the Power Point presentation in a PDF version and a list of some useful sites to guide their group activity. At the end of their work, each group will have to prepare a Power Point presentation with their netbooks; they will show it to the class with the Interactive Whiteboard and they will post it on Edmodo. Moreover, I created an Excel grid the students have to fill in during the other groups' presentations. I finally elaborated an online, multiple-choice test using Edmodo they will do at the end of the activity.

METHODOLOGY AND TEACHING PROCEDURES

I developed this learning object with the intent to use it for my training teaching unit. It will be used in a class during literature lessons. As they are studying Shakespeare, I will concentrate on his production for the theatre. The lesson begins with a warm-up activity starting from the quotation presented in the second slide, taken from the famous play *As You Like It*: "*All the world's a stage and all the men and women merely players*". In this way, the students can enter directly in the topic and are motivated to agree or disagree with this idea. In my Power Point presentation, I will introduce Renaissance drama in general, Shakespeare's plays and I will briefly illustrate the students what they will do in their group work. The presentation will be showed with the Interactive Whiteboard, so I will be able to include a video from the YouTube website: it is a passage from the movie *Shakespeare in Love* in which the students can see a realistic representation of the Elizabethan theatre, the structure, the actors and the public. The listening activity concerns this short initial video, whose aim is also to arouse interest and motivation, and the audio file I included, that is useful to listen to the correct pronunciation and that is also a sort of theatrical interpretation of the monologue. The presentation will take two hours. I will provide the students with this file only at the end of the second lesson (so they have to take notes during the lessons) on the Edmodo platform. I will also upload some links to websites they can visit during their work group. The research activity will take two lessons too: starting from some passages taken from four famous plays (*Romeo and Juliet*, *Hamlet*, *Macbeth*, *The Tempest*) and proposed by their e-book, I will ask them to analyse the passage, contextualize it in the play, and underline the main themes and interesting structures from the lexical, grammatical, syntactical points of view. The final product will be a short Power Point presentation they will show to the other classmates (twenty minutes for each group) and they will upload on Edmodo. During this activity, the students will take notes on an Excel file I prepared for them, filling in some blank cells. As the cooperative learning theory says, this group evaluation will be followed by an individual evaluation, so I created a ten-question, multiple-choice quiz they will do on the Edmodo platform. Each question affects one point of the total score. The students can read all the questions, then go back and forward to answer them when they are sure. I used the Edmodo options to decide the date and time in which the test will be assigned to the students.

BRIEF DESCRIPTION OF THE ACTIVITIES

What the TEACHER does	What (individual) STUDENTS or GROUP OF STUDENTS do
Records the mother tongue teacher	Pre-requisites: in general, students have already analyzed

<p>performing a passage included in the Power Point presentation and attaches it to the correspondent slide.</p> <p>Introduces the topic using the PP presentation. In general, the lesson is more interactive than the traditional one. However, he/she must never turns back to see what is displayed on the Interactive Whiteboard and should use a monitor instead.</p> <p>Creates a platform on Edmodo for his/her class, where he/she shares files (the PP presentation and the links to the websites)</p> <p>During the group work, the teacher has the function of a guide: he/she moves in the class and students can ask him/her for help.</p> <p>Prepares a file using Excel.</p> <p>Creates a multiple-choice test using Edmodo.</p>	<p>some literary passages. They know Shakespeare's life and the historical and social background in which he lived. They have also analyzed some of his sonnets.</p> <p>Take notes of the presentation; they will download it in a second time from Edmodo. They listen and write down some information, but they can also ask questions at any time. They are not passive: they are directly involved in the presentation.</p> <p>Join the platform on Edmodo and use the resources the teacher shares.</p> <p>During their group work, they work actively with their classmates: they search information on the Web and prepare a short PP presentation they will show thanks to the Interactive Whiteboard. They have some basic knowledge on the use of the Personal Computer and the Web.</p> <p>As their classmates show their presentation, they take notes on the Excel file they downloaded from Edmodo on their personal netbook.</p> <p>Do a final online test on Edmodo.</p>
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ASSESSMENT (weak and strong points, learning added value)

<p>Unfortunately, I have not had the chance to use this presentation with a real class yet. I chose to do the teaching unit of my training project in this class because it is part of the "Web project", that implies the presence of an Interactive Whiteboard and a personal netbook for each student. These technological innovations have been introduced this year, so I decided to make a survey in order to investigate the students' reactions and ideas. The results show that there are still some technical problems with these devices (problems with the Internet connection, slowness of the netbooks, lack of interactiveness because the e-books are on PDF format) and the teachers too, as they are digital immigrants, do not seem to be very familiar with technology and do not use it extensively in the everyday didactic activity. Therefore, I thought it would have been interesting to show the students some of the advantages that technology offers them.</p> <p>Thanks to the Interactive Whiteboard, the lesson is not limited to the physical space of the classroom, but it opens to the entire world thanks to the Net. Moreover, it is more motivating than a simple frontal lesson.</p> <p>As I have had little experience with Power Point in my life, I had the opportunity to learn how to use it</p>
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and how to create more effective presentations. Specific features such as the font (we should use a sans serif font) and the colour (which is a tool too because it focused the students' attention on important words or points) are very important because they are visually friendly and, at the same time, they highlight the fundamental keywords and topics. Animations and transitions effects are highly motivating for the students too and keep their attention on the presentation.

In particular, I appreciated the possibility to include links, video and audio files. I decided to include the link to a video taken from YouTube website. I also attached an audio file I recorded: this is very useful in order to listen and learn the correct pronunciation and, at the same time, it helps student enter in the play as the mother tongue teacher performed the passage in a theatrical way.

When the teacher wants to return the attention completely on him/her, he/she can add a blank slide as I did at the end of my presentation.

Edmodo platform is useful to share files with students and have a feedback from them. Moreover, creating a test on this webpage is easy: you can give a title and set the time; you can also edit different types of questions (multiple choice, true or false, short answers, fill in) and you can decide how to assign points in each type of exercise.

Using new technologies will be very useful for us as future teachers.